

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12DD1**

School Type (Public Schools):  
(Check all that apply, if any)

☐

Charter

☐

Title 1

☐

Magnet

☐

Choice

Name of Principal: Mr. Dale Moore

Official School Name: Boeblingen Elementary/Middle School

School Mailing Address: Unit 30401  
APO, DD 09107-0000

County: DoDEA State School Code Number\*: 4435

Telephone: (703) 588-3175 E-mail: Dale.Moore@eu.dodea.edu

Fax: Web site/URL: http://www.stut-esb.eu.dodea.edu/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Frank Roehl Superintendent e-mail: frank.roehl@eu.dodea.edu

District Name: Heidelberg District Phone: (622) 175-9023

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Robert Post

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

---

12DD1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

12DD1

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)  
(per district designation): 1 Middle/Junior high schools  
3 High schools  
0 K-12 schools  
11 Total schools in district
2. District per-pupil expenditure: 21708

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	52	46	98
K	42	27	69		7	41	43	84
1	24	32	56		8	52	40	92
2	39	34	73		9	0	0	0
3	46	34	80		10	0	0	0
4	34	39	73		11	0	0	0
5	28	45	73		12	0	0	0
Total in Applying School:								698

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
7 % Black or African American  
12 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
70 % White  
8 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 24%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2010 until the end of the school year.	87
(2)	Number of students who transferred <b>from</b> the school after October 1, 2010 until the end of the school year.	70
(3)	Total of all transferred students [sum of rows (1) and (2)].	157
(4)	Total number of students in the school as of October 1, 2010	667
(5)	Total transferred students in row (3) divided by total students in row (4).	0.24
(6)	Amount in row (5) multiplied by 100.	24

8. Percent of English Language Learners in the school: 5%  
 Total number of ELL students in the school: 35  
 Number of non-English languages represented: 7  
 Specify non-English languages:

Spanish, German, Japanese, Korean, Czeck, Creole, and Polish

9. Percent of students eligible for free/reduced-priced meals: 1%

Total number of students who qualify: 48

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

DoDEA schools do not collect information on students who participate in the free and reduced lunch program. Data for this question was obtained by speaking with the local military command. We were able to obtain numbers, but do not access to demographic information about these students.

10. Percent of students receiving special education services: 8%

Total number of students served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>20</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>74</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 13:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	96%	96%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

---

12DD1

Boeblingen Elementary Middle School (BEMS) is a Department of Defense Education Activity (DoDEA) school located outside the city of Stuttgart, Germany for kindergarten – eighth grade students of United States Army, Navy, Air Force, Marine, Coast Guard and civilian families serving in defense of our nation. The main building of our campus is unique in that it was built in the 1930's and served initially as a barracks for Hitler's Panzer Brigade led by General Rommel during World War II. We have the distinction of having the oldest building in all of DoDEA overseas schools. Our school received national attention through a June 27, 2011 Newsweek article entitled "Daddy, Why is My School Falling Down?" While our building is old, it is in remarkable shape due to a number of renovation projects that have been accomplished in the past few years. The building was first used as a school in the mid-1950s and has continued as a school ever since. Middle school grades were added to the building in 2006 to accommodate growth in the community. The school has gone through a series of "boom and bust" cycles with population growing and shrinking according to the military mission at the time. Currently, we are in a boom cycle adding an additional 200 students to the school population over a three year period, increasing from just fewer than 500 students to around 700 students. During this time, we have added 14 classrooms to the building in the form of four permanent classrooms and ten "portable" classrooms that are constructed out of metal shipping containers. Middle school grades were added to the school in 2006 to accommodate the military mission of the community. While the building and the school itself have endured many changes over its history, the constant among the change is the continued academic success of our students.

Amazing students, involved families, nurturing teachers and a caring community that supports our school. They have earned our school a reputation of high expectations and rigorous course work. Boeblingen EMS consistently ranks among the highest performing schools in DoDEA when looking at data from our system wide TerraNova Multiple Assessments administered every March. Over half of our 7<sup>th</sup> and 8<sup>th</sup> grade students are currently enrolled in a class for high school credit to include Spanish I & II, German I, II & III, Algebra I & II, and Geometry. Last year, over one third of our eighth grade students qualified for the President's Award for Educational Excellence recognizing academic excellence in the classroom.

BEMS enjoys amazing support from our families as classroom volunteers and through our Parent Teacher Association (PTA). The PTA supports our school through numerous enrichment programs, tailored to our school improvement goals. The Young Authors program, with published author visits, inspires our students to apply the writing process as genuine authors do. With overwhelming student and parent participation, our Sunshine Math program encourages math enrichment through friendly competition. Our PTA supports the annual Pumpkin Drop in the fall providing each class the opportunity to creatively construct a container to protect their pumpkin from smashing after a fall from the fire department's ladder truck. Meet the Artist night showcases the artistic abilities of all our students; the school gym and hallways are transformed into an art gallery allowing all who attend an opportunity to see the creative side of the children in our school.

The Bridget Scheiderich Award is presented every spring to a deserving child who has shown not only academic success, but also success in athletics and community service. Bridget is a former student who died in a swimming pool accident over 25 years ago. We are still in contact with the family who visits our school every couple of years. A prospective BEMS Eagle Scout has taken on the project of improving the memorial area on our playground to honor Bridget's memory. Another Eagle Scout worked to create a Guided Reading book room organizing our leveled reading materials to make it easier for teachers to find books appropriate for leveled instruction. Two BEMS Girl Scouts have just completed a school wide recycling project for the school institutionalizing paper recycling in our building.

BEMS has had many changes over the years with growing populations, changes in the military mission, a building that is too small, parental deployments to Afghanistan/Iraq/Africa, and tragically, some parents have paid the ultimate sacrifice and have not returned from these deployments. The one constant we have been able to maintain is the fact that we continue to have high achieving students. These high achieving students can be attributed to continued parental support, dedicated teachers who ensure that students work to their potential, rigorous coursework, and the intrinsic motivation of students who are eager to learn and achieve. We believe we are achieving our vision of “Communities Committed to Success for ALL Students.”



### 1. Assessment Results:

The Department of Defense Education Activity (DoDEA) is a public school system that has assessed student progress annually since school year 2008-2009 using the norm-referenced test, *TerraNova Multiple Assessments*, third edition. Prior to 2008-2009, the second edition of the *TerraNova* was given. As the norms for the third edition differ from those in previous editions, it is statistically inappropriate to compare scores across both test versions. At Boeblingen Elementary Middle School (BEMS), all third through eighth grade students take the *TerraNova*. The DoDEA goals are to have seventy-five percent of all students performing "At or Above the Standard" meaning that 75% of the students will score in the top two quarters, 51%-100% and 7% or less of all students will perform "Below the Standard" level or the bottom quarter, 0%-25%.

BEMS works to consistently meet the DoDEA assessment goals. Within the reading subtest 4<sup>th</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades met both goals for the past five years; while 6<sup>th</sup> and 7<sup>th</sup> grade met the goals for the past four years. Within the language arts subtest 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades met the goals for the past five years; 6<sup>th</sup> grade met the goals three years and 4<sup>th</sup> grade met the goals for two years. Within the math subtest 8<sup>th</sup> grade met the goals all five years; 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade met the goals 3 years, and; 3<sup>rd</sup> grade met the goals one year. It is important to note that in math and language arts subtests, 3<sup>rd</sup> grade met the objective of 75% of students scoring in the top two quartiles, but not the goal of 7% or less in the bottom quarter. In DoDEA, third grade is the first year that students take standardized tests. DoDEA describes "meeting the standard" as NP (National Percentile) scores above fifty percent. The performance level of "at standard," is used for NP scores ranging from fifty-one to seventy-five percent; "above standard," describes NP scores ranging from seventy-six to ninety-nine percent. The website URL on which DoDEA's assessment results may be found is <https://webapps.dodea.edu/SRC/>

BEMS students perform consistently above the national, the DoDEA, and the Heidelberg District averages on all five of the TerraNova subtests (reading, language arts, mathematics, science, and social studies) every year. When looking at the demographic make-up of BEMS, White students are the largest subgroup when grade-level results are disaggregated by ethnicity. Over the past five years, the number of students in subgroups are extremely small, with generally less than 10 students per grade level in the areas of English Language Learners, Special Education, Hispanic and African American students.

Despite the strong performance of our students, we continue to work with groups of students with the goal of moving them from the second quarter to the third or fourth quarter. We look specifically at the sub-test results and OPI (Objective Performance Indices) for these students and their day to day performance. This information is integral in providing academic support and developing a student schedule. To further facilitate academic and testing success we have offered, in the last five years, a variety of support programs: Read 180, Reading and Math Compensatory Educational Support, Academic Advisory, Homework Clubs and AVID. DoDEA districts do not collect free/reduced lunch program data. Less than one percent of BEMS students participate in the free-reduced lunch program.

### 2. Using Assessment Results:

BEMS uses assessment data to drive our school improvement efforts. Standardized test results were used to select our current school improvement goals focusing on math communication and improving writing skills across the curriculum. The use of various assessment data to establish long term and short term goals, develop foundations and choose instructional pathways have been in place at Boeblingen Elementary Middle School for well over a decade. Student and school performance towards these goals is tracked using the *TerraNova Multiple Assessments*, third edition and local assessments that are

administered quarterly. And although curriculums, standards, the process of school improvement, administration and staff have changed over those years, the systematic process of collection, analysis and synthesis of that data has been consistent and a mainstay in how the school functions.

Our main standardized assessment tool is the *TerraNova*. The results of this instrument have been teased apart to identify key objectives and areas of concerns. This data is used to create long term goals for the process of school improvement. It is spotlighted at the beginning of each year as teachers return and begin to familiarize themselves with the academic personality of their class and begin to plan for long and short term lessons and unit planning. Assessment results are placed on a secure common drive, so that educators can easily access this data to create reading and math groups based on strengths and areas of needed development. The purpose in using the *TerraNova* is to use the data to improve those areas of academic weakness in each student, so that all students are achieving and progressing towards a greater depth of knowledge.

Parents are an important part of our learning community. School, district, area and system level assessment information is communicated to parents through the school newsletter and website. Assessment data is shared at our “New Family” orientation in the fall and at our “Translating the TerraNova” parent night every spring. Parents can track our school’s test results and progress on the DoDEA Report Card website (<https://webapps.dodea.edu/SRC/>). In addition, the school and grade level results are published every May in the school newsletter and on the school website once the results have been released.

Ongoing training has taken place on the use of data to differentiate instruction based on the work that Carol Ann Tomlinson has published. Teachers are using formative assessment data to create flexible groupings for instruction tailoring activities to current performance levels to achieve a specific learning goal.

BEMS uses a variety of assessment data to make student placement decisions. Students take the SRI (Scholastic Reading Inventory) several times per year to track their progress in reading. Those students falling below the standard are referred to the Read180 program for remediation. Students in the younger grades take Reading Counts tests to track comprehension goals in reading. TerraNova data is used as a screening tool for special education, Read 180, AVID (Advancement Via Individual Determination) and gifted education. Students in grades Kindergarten through third grade take the BAS (Benchmark Assessment System) a minimum of two times per year to track progress in reading and to provide teachers information to help determine reading levels and form flexible groups for instruction. When we look at middle school students wishing to take upper level courses for credit, we use a locally developed rubric to make recommendations to the families with a placement recommendation. Elements of the rubric include standardized test scores, grade point average, teacher recommendations as well as the *Orleans-Hanna Algebra Prognosis* test for those students wishing to enroll in upper level math courses.

### **3. Sharing Lessons Learned:**

BEMS teachers and instructional leaders pride themselves in the accomplishments of their students and have a willingness to share ideas and strategies with all stakeholders. Educators actively participate in district and area wide conferences, summer workshops, and graduate courses with peers throughout the local school complex. BEMS and the community share a common vision and mission of success for all students.

Teachers, special educators, guidance counselors and administrators take part in an annual vertical articulation process with our feeder schools. Our goal is to provide a seamless transition for students coming from elementary to middle school and going from middle to high school. During this dialog, we learn about the struggles of our incoming students and describe the needs of our outgoing students.

With collaboration being an integral part of the foundation of our success, the BEMS instructional leadership team takes advantage of multiple opportunities. Our principal and assistant principal partake in the district monthly administrative professional learning community. Our art teacher collaborates with art teachers from other districts as part of a think tank called SAAM (Smithsonian American Art Museum). Here they develop ideas for best practices and curriculum that incorporate differentiated instruction. Our physical education and foreign language teachers meet for vertical and horizontal articulation of curriculum within the complex and district. Our music educators are actively involved in the European Music Educators Association and sponsored the organization's fall conference in 2008. Our physical educators are actively involved European Physical Educators Association and sponsored the spring conference in 2010.

Following a summer workshop, our instructional leaders continued building a depth of knowledge and skills throughout the school as facilitators and members of a Professional Learning Team (PLT) based on Carol Ann Tomlinson's Model of Responsive Teaching. During these collaboration opportunities, our teachers facilitate discussions on best learning practices and brainstorm strategies, policies and procedures in an effort to enhance system-wide continuity of instruction.

We work within our community to welcome current and former high school students as part of "The Right Stuff" mentoring program to help encourage rising middle school students. BEMS hosts student teachers from a variety of universities, which prepares future educators. Lastly, we are proud to acknowledge that BEMS is the home of the 2010 DoDDS Europe Teacher of the Year. In this role, our Teacher of the Year participates in system-wide activities where our school's successes and instructional practices reach teachers across DoDEA and America.

#### **4. Engaging Families and Communities:**

Communication is a key component to engaging students, parents and the community at large. An informative open house is held at the beginning of each school year in order to give new parents and students the opportunity to learn about their new school. Incoming kindergarten students benefit from a home visit and private classroom tour with their new teacher. Faculty members communicate by sending home newsletters or publishing web sites that are filled with details of curriculum areas studied and standards addressed. GradeSpeed, an electronic grade book, is an excellent tool for parents and students to keep up on current grades. BEMS appreciates the importance of social media by having FaceBook and Twitter accounts.

BEMS has a very active Parent Teacher Association (PTA), supporting the students and teachers through a variety of activities: Fall Fest, Pumpkin Drop, science fairs, Family Fun Nights, author visits, Young Authors program, fundraising, financial support, middle school dances, spelling bees, and popcorn Fridays. The PTA has tailored their programs to match and enhance our school improvement goals to enrich the lives of all students.

Our Student Support Team (SST) helps screen students that are experiencing challenges in the classroom. It gathers teachers, parents, counselors and other specialists as needed to work on a plan to help students be successful. Our AVID (Advancement Via Individual Determination) program targets those "students in the middle" with rigorous course selections ensuring a successful path towards a college career.

Our community partnerships include Marines who mentor students and assist with our annual Field Day. The Air Force sponsors our "Most Improved Awards" for our MS student body. The School Advisory Committee (SAC) meets monthly to discuss school wide issues and ensure that BEMS is operating in a successful manner. The SAC is comprised of administration, parents, teachers and the School Liaison Officer (SLO). Our, music, German and science teachers have all cultivated relationships with local German schools and nursing homes to strengthen German/American friendships and appreciation for each other's cultures.

BEMS students registered with Artsonia, a wonderful program that highlights children's artwork online. Parents, friends and relatives in the US can view student artwork on the web and may order products that feature the student artwork. This is a great resource for military families that live far from friends and relatives.

## 1. Curriculum:

BEMS follows curriculum standards adopted by the Department of Defense Education Activity (DoDEA) for use in its 192 schools located on US military installations around the world. Due to the high mobility rate of military-connected students, it is critical that every school in the system adheres to the standards to provide curricular continuity for highly-transient students. DoDEA standards for the core subjects of English language arts, mathematics, science, and social studies were evaluated in 2009 by the Mid-continent Research for Education and Learning (McREL) for breadth, depth, clarity, and specificity and received a favorable McREL rating. DoDEA provides students and teachers with up-to-date materials and the most current, research-based teaching practices in instruction. To meet all students' learning needs, teachers differentiate instruction and access additional resources as necessary.

We have recently adopted new curricula for all grade levels for reading/language arts, math, and social studies. The new curricula incorporate technology as a way to streamline planning, provide resources to students, and detailed assessment data used to guide instruction and practice. Assessments and instruction are tailored to meet individual student needs.

Primary students receive 20 minutes of Spanish instruction daily through our FLES (Foreign Language at the Elementary School) program. All elementary students receive Host Nation instruction to help acquaint students with the culture and language of their host nation country. Middle school students have high school level credit opportunities in both German and Spanish. Middle school students accept rigorous challenges in their core content classes; enroll in pathways to career classes and art electives, and learn valuable problem-solving and process skills to prepare for college. Through distance education programs, our school provides Geometry, Algebra II and German III for students who demonstrate a high aptitude and interests in pursuing those subjects. Our guidance and support staff work with students to formulate a six-year plan to organize their course load taking advantage of opportunities offered at our middle school and the local high school. In partnership with our community, programs such as “The Right Stuff” and “AFRICOM portfolios” help students plan and organize documents and accomplishments while providing support for emotional and intellectual growth when planning for college.

Elementary students receive 60 minutes of instruction weekly in the areas of PE, music, art and Host Nation. Host Nation instruction focuses on teaching culture and basic language skills in German. Middle grade students are enrolled in health and PE classes yearly, we offer a PE elective that focuses on teaching proper techniques to improve overall fitness. Our band boasts a large enrollment of students in middle grades; advanced students participate in the district band festival where they work with students from other schools and music professionals for two days.

Science instruction is standards based and is covered in all grade levels, our overall school proficiency in the area of science scored at 87% on the most recent standardized testing. Our annual Science Fair is a hit with the students and community.

Honor Roll assemblies are a tradition here at BEMS and provide an opportunity quarterly for us to celebrate student academic achievement and improvement across grade levels. Most recently, we've adopted “Honor Hour” and “Lunch Bunch” programs to reward students who continue to meet the superior academic goals. In addition, our school is home to an AVID (Advancement Via Independent Determination) program to help mid-range middle school students succeed at their fullest potential at a time when they are most likely to fall through the cracks. Scholastic Read180 is a program implemented at the elementary and middle school level designed to support struggling readers and increase reading skills like fluency and comprehension.

## **2. Reading/English:**

Instructors at Boeblingen Elementary Middle School focus on creating lessons that are integrated with other subjects. Many of the instructional units are thematic, enabling us to build an instructional program that is cross-curricular. For example, when learning computer applications, students conduct research on the six traits of the writing process, and then create PowerPoint presentations to reinforce their learning. Further cross curricular connections are made by completing a writing assignment. This helps students apply language arts skills in their use of computers as a tool for public speaking. Our instructors use themes to coordinate and guide the students' instruction. These themes focus on relating learning to real life and helping students make connections for long term learning.

An important facet of learning on our campus is the use of Literature Circles. When studying literature, students place themselves in the roles of the characters, share their situations, and make journal entries based on their characters from the studied chapters. In this way, students lead the learning experience when discussing story elements such as cause and effect, drawing conclusions, predicting and making connections. Classroom teachers build their instruction around the concepts of flexible grouping, with an emphasis on individual student needs and interests.

Another opportunity for students to track their reading skills and levels is through the Reading Counts program. Points are awarded for books read and tests taken, encouraging students to think of reading as a celebrated skill. Recently, our school established the Guided Reading Book Room and the Middle School Novel Room. These facilities provide challenging materials to students at their level to improve the reading levels of students.

Different assessments are used to continually monitor student reading progress. SRI (Scholastic Reading Inventory) is given to all students in grades 3-8. Each student's performance is reviewed and used to guide instruction. The BAS (Benchmark Assessment System) is a student reading assessment given to all students in grades K-3. This information is also used to guide instruction and form flexible groupings.

Our reading coach provides support and assistance to teachers by modeling lessons and locating appropriate resource materials. She provides curricular support in the classroom and the computer lab. The Reading Coach collaborates and plans with the classroom teacher, developing instructional strategies based on best practices. The coach works with parent volunteers and attends, implements, and delivers staff development trainings at the school level.

## **3. Mathematics:**

Our approach to the teaching of mathematics centers on helping students make sense of mathematics in *their world* and then transferring this knowledge to problem-solving by validating the application of multiple methods in mathematical thinking and logical reasoning. A number of instructional strategies are used in the classroom to appeal to all levels of learners including visual diagrams, hands-on manipulatives, interactive games, technological tools, math journals and/or electronic portfolios. Students are encouraged to make observations, find patterns, voice their ideas, question their findings, and evaluate their mathematical thinking and ideas within supportive, cooperative learning communities.

Our Math Coach collaborates with staff members in order to deliver lessons based on researched best practices. These lessons utilize formative assessments that drive the use of flexible groupings in planning student-centered investigations, differentiated instructional strategies and/or math communication activities. Besides modeling the implementation of newly adopted math curricular materials, the math coach works with teachers in applying a number of technological applications and differentiation strategies for appealing to different learning styles, skills and interests. These include systematic and explicit instruction with formative assessments and learner profiles driving the instruction and/or student

centered activities, providing students with choices in managing and exploring their own mathematical problems, questions, interests and challenges.

Our school uses several online resources to improve and differentiate our math curriculum. Pearson Successnet is an effective tool to assess and set levels of instruction. IXL is used to reinforce skills through intelligent drill and practice with options to guide students when they have problems. Through IXL, lower level students experience self-paced evaluations and reinforcement of simple concepts.

Middle school students are encouraged to move to challenging higher level math courses for high school credit. Distance learning courses are available for more advanced students needing additional coursework not offered at the school. After school math tutoring is offered several nights a week to help students at all levels who are struggling with concepts.

Our PTA supports the math home-school connection by managing the school's Sunshine Math program, in which students are asked to tackle problems of varying difficulties. Incentives for time invested and work shown are awarded on a weekly basis.

There are multiple opportunities for professional development in math with trainings for implementing best practices provided through the school's math coach and district personnel.

#### **4. Additional Curriculum Area:**

Band is the place to be at BEMS with over half of the middle school students enrolled in one of the five band classes offered. The only thing limiting the numbers of students in band is the size of our facility. Several families have moved across town to place their child in our "zone" to ensure that their kids have the opportunity to take band at BEMS. Band students are tackling challenging material that is normally reserved for students in high school, and they are mastering these pieces with grace and poise. Middle school bands perform for awards assemblies, pep rallies and venture into the community to perform for Army Garrison holiday functions. The most gifted music students participate in a district honors band fest. All students show a level of musical independence that sets them apart from most other middle school musicians. They take pride in their performances and practice, not because they are forced to, but because they want to. The intrinsic reward of making music carries over into their desire to do their best in other subjects. Band students take courses of rigor and appear in great numbers on the BEMS honor roll. One of the key successes to this program is the instructor and her focus on not only performing well musically, but on being successful academically as well. Students are encouraged to form study groups and help each other study for upcoming tests and assignments. The multi-aged classes lend themselves to creating a student mentoring program of older students helping the younger students learn and master the varied curricular areas. In a few short years, the band program has grown from a few students and a half time teacher, to a fulltime teacher and a combined enrollment of over half of our middle school population. Music is heard throughout the day in the hallways of the school. Several students have started bringing their instruments to lunch to play for peers during their free time.

#### **5. Instructional Methods:**

Boeblingen Elementary Middle School differentiates instruction in order to provide the best education to students of different knowledge bases and of various cultural and ethnic backgrounds. Our instructional practices focus mainly on small flexible grouping of students. The groupings are formed through on-going assessments that reflect the content being presented. Many students perform above the average range. Higher order questioning, curriculum compacting and independent study assignments are tailored to meet their needs. English Language Learners, and students receiving special education services are provided activities and assignments at varied levels that build on prior knowledge and prompts continual growth. In doing this, we are able to ensure all students are appropriately challenged at their instructional level.

BEMS utilizes technology to support instructional learning. Common programs include Kurzweil software where text books and assessments can be read to the students by the computer. The Dragon Naturally Speaking program allows students to utilize their oral communication skills in a written format. It is particularly beneficial for students requiring occupational therapy or those diagnosed with dysgraphia. The Read 180 program provides in-depth reading skills instruction for students at risk for reading concerns. Reading Counts provides different assessments of reading comprehension, while the Scholastic Reading Inventory allows the teacher to monitor growth of comprehension and inferencing skills. IXL Math students are encouraged to practice a variety of math skills that can be set to their mathematical ability level. Pearson SuccessNet provides teachers with an in-depth overview of the students' reading and math strengths and areas that need to be further developed. Kidspiration is used as a writing tool where students can web, change to outline content, and then export, edit and publish a completed work. Classrooms have interactive white boards and document cameras installed to facilitate and engage students in their learning. Technology is used to assist the teachers in developing meaningful instruction for students of all abilities.

The BEMS community supports several subgroups, such as Special Education, Speech/Language, English as a Second Language, and Gifted Education. Instructional practices supported by technology are available in the inclusion setting as well as for pull-out services when deemed necessary to match a student's unique needs.

## **6. Professional Development:**

There are several components to the professional development program at BEMS, which include DoDEA directed trainings, school improvement plan initiatives, and local school professional development activities. DoDEA-directed trainings include curriculum materials implementation activities that prepare teachers to effectively employ recently-adopted materials to ensure that student learning is aligned to DoDEA standards. DoDEA is in the third year of a six-year professional development program focused on Using Data to Differentiate Instruction. Days are provided every year for principals to deliver training modules based on the work of Carol Ann Tomlinson. Days are also allotted for implementation training for our new math, social studies, and English/language arts curriculums. Educators work together as a team to support each other with our main goal being to provide an exemplary education that inspires and prepares all of our students for success.

We formed a Professional Leadership Team (PLT) this year that meets with the support of the district to develop rubrics, strategies and creative ways for students to learn regardless of their learning styles, abilities or special needs. Through the PLT, teachers have become not only collaborators but have stepped into the roles of leaders and trainers themselves with the goal of aligning our academic standards to instruction and providing a rich culture of learning opportunities for both students and teachers. Our PLT is gaining momentum with the ultimate goal of becoming an all encompassing Professional Learning Community.

BEMS has recently focused on professional development in the area of Six Traits of writing and math journaling to support our school improvement goals of improving writing and math communication. Technology training is ongoing and embedded in all professional development. Teachers have been trained in the use of interactive white boards, document cameras, and most recently using SMART Response systems as a formative assessment.

## **7. School Leadership:**

The administration of our school fosters a climate of high expectations and success for all students with a family philosophy. Students, teachers, support staff, parents and community members collaborate to build an atmosphere of learning, laughter, love, support and respect. Our administrators have an open door policy and are readily available. Hiccups are always a given, and are met with unconditional support and sometimes a tough love concept.



You never know what is going on in our student's lives outside of school. We are faced with a special community of military deployments, single parenting (because of deployments) and a multitude of related stressors including being overseas and distant from family and familiarity. Our numerous programs, leadership philosophy and school structure model routine, student achievement and an atmosphere of safety, nurturing and love.

The administration team is committed to daily before school duty, lunch and recess duty and after school duty without fail. They tirelessly work to learn the names of every one of our nearly 700 students. They attend all evening extracurricular events such as middle school dances, band and choral concerts and PTA special events. This is an example of leadership and genuine commitment to our students and school philosophy and goals. They have instituted an off campus lunch program for high achieving students, an after school program for students with missing assignments, a special advisory for students who are in academic stress, after school tutoring opportunities and quarterly recognition assemblies including AFRICOMs (Africa Command) "Most Improved Awards" recognizing students who have brought up at least one grade. Relationships with DARE, ACS, Red Cross, ASACS Counselors, Fitness Facility, Officer's Wives Club, military liaisons and DSO are ongoing and supportive. Training teachers in technology and SmartBoards is consistently available in groups or on an individual basis. Teacher workshops and training in new curriculum implementation is ongoing. The administrators are consistently visible in classrooms and supervising standards of instruction with classroom visitations. They implemented the DoDEA attendance policy and instituted a monthly Team Leaders meeting for teachers. They are active participants in the School Advisory Committee, School Improvement Leadership Team, implemented a teacher "coach" system, attend special education meetings, and developed a PIE (Partnership in Education) with the local Marine command. Our administrators are designated drivers by choice and commitment.

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	71	75	73	73	59
Number of students tested	70	57	57	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	2	6	6	3	3
<b>3. Hispanic or Latino Students</b>					
Average Score	50				
Number of students tested	11	8	9	5	4
<b>4. Special Education Students</b>					
Average Score	51				
Number of students tested	12	3	5	6	4
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1	3	4		
<b>6. White</b>					
Average Score	73	76	80	74	61
Number of students tested	62	43	42	50	47
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	65	63	63	55
Number of students tested	70	57	57	60	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	2	6	6	3	3
<b>3. Hispanic or Latino Students</b>					
Average Score	36				
Number of students tested	11	8	9	5	4
<b>4. Special Education Students</b>					
Average Score	30				
Number of students tested	11	3	5	6	4
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1	3	4		
<b>6. White</b>					
Average Score	76	71	71	66	58
Number of students tested	61	43	42	50	47
<b>NOTES:</b>					
Data is not reported for subgroups under 10 students. DoDEA does not gather information on Free/Reduced Lunch students.					

12DD1

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	76	80	72	74
Number of students tested	72	80	62	61	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	5	3	4	2	4
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	6	5	3	7
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	7	5	4	8	1
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	2	1	1	1	
<b>6. White</b>					
Average Score	70	74	67	58	80
Number of students tested	52	50	41	40	43
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	74	78	64	82
Number of students tested	69	63	53	52	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	5	3	4	2	4
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	6	5	3	7
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	7	5	4	8	1
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	2	1	1	1	
<b>6. White</b>					
Average Score	78	79	79	60	83
Number of students tested	52	50	41	40	43
<b>NOTES:</b>					
Scores not reported for subgroups under 10 students DoDEA does not collect data on Free / Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	74	74	78	76
Number of students tested	81	62	54	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	3	6	3	2	2
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	5	9	6	1
<b>4. Special Education Students</b>					
Average Score	75				
Number of students tested	11	4	4	4	5
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested		1	1	1	
<b>6. White</b>					
Average Score	88	77	75	77	77
Number of students tested	62	48	38	44	42
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	76	73	81	82
Number of students tested	81	62	54	55	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	4	6	3	2	2
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	5	9	6	1
<b>4. Special Education Students</b>					
Average Score	57				
Number of students tested	11	4	4	4	5
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested		1	1	2	
<b>6. White</b>					
Average Score	77	76	73	81	81
Number of students tested	63	48	38	44	42
<b>NOTES:</b>					
Scores not reported for subgroups with less than 10 students DoDEA does not collect information on Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	64	68	81	78
Number of students tested	88	72	63	58	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	6	6	5	3	3
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	9	7	9	3	4
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	4	7	3	6	5
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1			1	
<b>6. White</b>					
Average Score	73	66	62	81	81
Number of students tested	71	58	45	45	54
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1



## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	70	74	72	73
Number of students tested	88	72	63	58	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	6	6	5	3	3
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	9	7	9	3	4
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	4	7	3	6	5
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1			1	
<b>6. White</b>					
Average Score	81	73	74	73	74
Number of students tested	71	58	45	45	54
<b>NOTES:</b>					
Scores not reported for subgroups with under 10 students DoDEA does not collect information on Free / Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	76	78	81	78
Number of students tested	86	68	63	58	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	7	5	3	4	7
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	3	8	8	4
<b>4. Special Education Students</b>					
Average Score	48				
Number of students tested	11	4	3	4	6
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested		1	1	1	
<b>6. White</b>					
Average Score	79	74	79	81	80
Number of students tested	71	48	49	50	50
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	75	74	73	73
Number of students tested	86	68	63	63	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	7	5	3	4	7
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested	7	4	8	8	4
<b>4. Special Education Students</b>					
Average Score	42				
Number of students tested	11	4	3	4	6
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested		1	1	1	
<b>6. White</b>					
Average Score	79	78	74	75	74
Number of students tested	71	48	49	50	50
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information on Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	75	76	80	77	74
Number of students tested	72	80	62	61	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	7	4	3	6	4
<b>3. Hispanic or Latino Students</b>					
Average Score			70		
Number of students tested	3	5	15	4	3
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	6	5	2	6	2
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1	1	2		
<b>6. White</b>					
Average Score	79	78	81	79	74
Number of students tested	51	63	45	45	41
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Third Edition Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	76	78	75	73
Number of students tested	72	80	62	61	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested	7	4	3	6	4
<b>3. Hispanic or Latino Students</b>					
Average Score			66		
Number of students tested	3	5	15	4	3
<b>4. Special Education Students</b>					
Average Score					
Number of students tested	6	5	2	6	2
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested	1	1	2		
<b>6. White</b>					
Average Score	80	80	80	75	74
Number of students tested	51	63	45	45	41
<b>NOTES:</b>					
Scores for subgroups with less than 10 students are not reported DoDEA does not collect information for Free/Reduced Lunch students					

12DD1